

**THE CORRELATION BETWEEN CONTENT SCHEMATA
AND READING COMPREHENSION ON EXPOSITORY
TEXT OF THE SECOND YEAR STUDENTS
AT MAN KAMPAR**



BY

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ABSTRAK

Indra Saputra (2013) : Hubungan antara Content Schemata dan Pemahaman Membaca tentang Teks Ekspositori pada Siswa-Siswi Kelas Dua di MAN Kampar

Bartlett adalah orang pertama yang memperkenalkan konsep schema. Kemudian, Carrel dan Eisterhold mempersempit ruang lingkup schema ini menjadi beberapa jenis schema. Salah satunya adalah Content Schemata; yaitu latar belakang pengetahuan tentang isi teks atau topik. Latar belakang pengetahuan tersebut meliputi keakraban tentang topik, latar belakang budaya, dan pengalaman sebelumnya tentang teks terkait. Content schemata berhubungan dengan pengetahuan terhadap isi dari teks, yang merupakan kunci untuk memahami teks. Berdasarkan temuannya, dia menyarankan bahwa schemata dapat membantu pembaca memahami isi teks, khususnya content schemata. Meskipun demikian, peneliti menemukan hal yang berbeda antara kenyataan dan pernyataan yang di kemukakan Carrel di MAN Kampar. Berangkat dari permasalahan inilah, peneliti tertarik untuk melakukan penelitian dengan judul "*Hubungan antara Content Schemata dan Pemahaman Membaca tentang Teks Ekspositori pada Siswa-Siswi Kelas Dua di MAN Kampar*".

Jenis penelitian ini adalah penelitian korelasi, guna mengetahui seberapa besar hubungan antara content schemata dan pemahaman membaca teks ekspositori pada Siswa-Siswi Kelas Dua di MAN Kampar. Peneliti menggunakan angket untuk menentukan tingkatan content schemata dan tes pilihan ganda untuk mengumpulkan data pemahaman membaca teks ekspositori dengan jumlah sampel 32 siswa dari total populasi 104 siswa kelas dua MAN Kampar.

Berdasarkan temuan penelitian, nilai rata-rata content schemata siswa adalah 75,66 (*bagus*) dengan nilai keseluruhan 2421. Sedangkan pemahaman membaca tentang teks ekspositori siswa-siswi adalah 70,88 (*bagus*) dengan nilai keseluruhan 2268. Setelah kedua data dianalisa, diketahui bahwa terdapat sebuah hubungan yang signifikan antara content schemata dan pemahaman membaca tentang teks ekspositori pada Siswa-Siswi Kelas Dua di MAN Kampar sebesar 0,785. Dengan demikian, hasil r_c (0,785) nilai koefisien korelasi Product Moment dengan taraf signifikansi 5% (0,349) dan 1% (0,449) atau $0,349 < 0,785 > 0,449$. Dengan kata lain, H_a diterima dan H_o ditolak. Kesimpulannya, content schemata memberikan kontribusi terhadap pemahaman membaca tentang teks ekspositori sebesar 61,62%. Sementara itu, sisanya 38,38% dikontribusikan oleh variabel-variabel lainnya.

ABSTRACT

Indra Saputra (2013) : The Correlation between Content Schemata and Reading Comprehension on Expository Text of the Second Year Students at MAN Kampar

Bartlett was the first person to purpose the concept of schema. Then, Carrell and Eisterhold divided into several kinds of schema. One of them is Content Schemata; the background knowledge of the content area of a text, or topic of a text. They include topic familiarity, cultural knowledge and previous experience with a field. Content schemata deals with the knowledge relative to the content domain of the text, which is the key to understand texts. Based on Carrell's finding, she suggests, schemata can help reader comprehending the text especially content schemata. However, the researcher found different fact at MAN Kampar with her finding. Deriving from this problem, the researcher was interested to conduct a research entitled "*The Correlation between Content Schemata and Reading Comprehension on Expository Text of the Second Year Students at MAN Kampar.*"

The kind of research was correlational research, in which to analyze how strength correlation between content schemata and reading comprehension on expository text of the Second Year Students at MAN Kampar. He used questionnaire to determine the level of content schemata and multiple choice test to collect data of reading comprehension on expository text with sample 32 respondents from total population 104 students of the second year at MAN Kampar.

Based on the researcher's research finding, students' content schemata was 75.66 (*good*) with sum of score 2421. Meanwhile, students' reading comprehension on expository text was 70.88 (*good*) with sum of score 2268. After analyzing the data, it found that there was a significant correlation of content schemata and reading comprehension on expository text of the Second Year Students at MAN Kampar about 0.785. Thus, r_c (0.785) was coefficient value of Product moment Correlation with both significancy 5% (0.349) and 1% (0.449) or $0.349 < 0.785 > 0.449$. In other words, H_a was accepted and H_o was rejected. So, content schemata gave contribution toward reading comprehension on expository text 61.62%. While, the remaining, 38.38% contributed by other variables.

المخلص

إندرا سابوترا (٢٠١٣) : علاقات بين محتوى سكيما و الفهم القراءة في نص تفسيري في طلاب الصف الثاني بالمدرسة عالية الحكومية كمفار

وكان بارتليت الأولى التي تطرح مفهوم المخطط. ثم، كاريل و إيستير هولد تضيق مجال هذا المخطط في نوع من المخطط. واحد هو محتوى سكيما ، أي المعرفة الخلفية من محتويات النص أو الموضوع. خلفية المعرفة ويشمل الألفة على موضوع والخلفية الثقافية، والخبرة السابقة . محتوى سكيما التي لها علاقة معرفة محتوى النص، الذي هو مفتاح لفهم النص. استنادا إلى استنتاجاته، أشار إلى أن سكيما يمكن أن تساعد القارئ على فهم محتوى النص، محتوى سكيما خاصة. ومع ذلك، وجد الباحثون أشياء مختلفة بين الواقع والتصريحات طرحها كاريل في لمدرسة عالية الحكومية كمفار. مغادرين من هذه المشكلة، الباحثين المهتمين على إجراء بحث بعنوان "علاقات بين محتوى سكيما والقراءة الفهم في نص تفسيري في لطلاب بالمدرسة عالية الحكومية كمفار.

هذا البحث هو دراسة العلاقة، لمعرفة وكم العلاقات بين محتوى والقراءة الفهم في نص تفسيري ف بالمدرسة عالية الحكومية كمفار. استخدم الباحثون استبيانا لتحديد محتوى سكيما واختبارات متعددة الخيارات لجمع بيانات عن القراءة والفهم من النص التفسيري مع على عينة من طالبا من مجموع السكان البالغ عددهم طلاب الصف الثاني سة عالية الحكومية كمفار.

قيمة المحتوى الطلاب هو ، سكيما (جيد) بقيمة إجمالية في . في حين أن القراءة الفهم للنصوص تفسيرية الطلاب هو ، (جيد) بقيمة إجمالية في . بعد كل من تحليل البيانات، وكان أن هناك علاقة ذات دلالة إحصائية بين محتوى سكيما والقراءة الفهم من النص التفسيري في فئة اثنين من الطلاب في لمدرسة عالية الحكومية كمفار بواسطة ، . وهكذا، فإن النتائج (، r_ch) قيمة لحظة المنتج معاملات الارتباط مع مستوى الدلالة (،) (،) ، > ، < ، . وبعبارة أخرى، يتم قبول ها ويتم رفض هو. في الختام، محتوى سكيما تسهم في فهم قراءة النص التفسيري من ، . وساهم المتبقية ، حسب متغيرات أخرى.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English language has four skills that must be mastered by learners. There are listening, speaking, reading, and writing. In this case, reading is one of them whether or not the learner can understand the symbol of printed words. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge.¹ In other words, reading can help reader to improve their knowledge, experience, and to get much information from the written materials.

Ahmad Al-Isa, in his journal defined reading as a multileveled and interactive process in which readers construct a meaningful representation of text using their background knowledge.² Rumelhart in Murcia states that the importance of learning as much as possible about the student's cultural backgrounds and experiences. It means that uses various methods to activate the student's *schemata*, their knowledge and beliefs about events, situations, and actions, based upon their experiences.³ As a result, they are facilitated by

¹ M.F. Parel & Prafen M. Jain., *English Language Teaching (Methods, Tools and Techniques)* (Jaipur: Sunrise Publisher and Distributors, 2008), p.113 <http://library.nu> (Retrieved on 4th August 2011)

² Ahmad Al-Issa. "Schema Theory and L2 Reading Comprehension: Implications for Teaching". *Journal of College Teaching & Learning* 7, (July 3, 2006),. <<http://pdf-finder.com>>. (Retrieved on 15th December 2011)

³ Marianne Celce Murcia, *Teaching English as a Second or Foreign Language (Third Edition)*, ed. (Boston: Heinle & Heinle –Thomson Learning, 2001), p.156.

their schemata to construct new information by accommodating and assimilating it with their certain knowledge stored in their memory. This activity can help them comprehend text easily.

Rumelhart describes schemata in Kang's Review as follows:

A schemata theory is basically a theory about... how knowledge is presented and about how that representation facilitates the use of the knowledge in particular ways. According to schemata theories, all knowledge is packaged into units... [called] schemata. Embedded in these packets of knowledge is... information about how this knowledge is to be used.⁴

Based on the definition above, it can be said that schemata play an important role in reading process. Schemata builds up the students' background knowledge, experience when they are reading a text. However, to activate students' schemata of reading class, they should be utilized with reading activities. Nowadays, students are taught reading comprehension through genre. A genre contains language feature, generic structure, etc. Meanwhile, students must have knowledge about the content domain which is the key to comprehend the text.

Based on the School-Based Curriculum (KTSP) of Senior High School, students are required to be able to comprehend many kinds of genre, such as: descriptive, narrative, recount, report, expository, etc.⁵ One of reading with genre that is familiar and taught to the second year at MAN Kampar is reading comprehension on expository text. Since students are always faced with

⁴ Yunkyoung Kang. "A Review of: Carell, Patricia L. Content and Formal Schemata in ESL Reading". *TESOL Quarterly* 39, no.21 (3 Sempember, 1987) <<http://pdf-finder.com>> (Retrieved on 28th December. 2011)

⁵ Department Pendidikan Nasional, "Kurikulum Tingkat Satuan Pendidikan (KTSP); Silabus Mata Pelajaran Pendidikan Bahasa Inggris", (Unpublished, 2006)

reading comprehension, they must connect their memory to previous experiences so that they are able to comprehend the text especially on expository text.

Reading is not simple subject in learning English. In fact, many students still had difficulties in reading. The difficulties are also faced by the students at MAN Kampar. Meanwhile, the school has been using the School-Based Curriculum (KTSP) in teaching learning process but it is not effective fully. Generally, teacher always asks the students to read materials, translate the text, find out the difficulty words, answer the questions based on the reading passage and finally asks them to collect the task. This teachers' technique will not build up the students' background knowledge about what they read.

Meanwhile, some of the students do not fulfill the minimum criteria of passing score (KKM). The passing score of KKM for English subject is 70. Therefore, the writer concludes that some of the students of the second year at MAN Kampar do not achieve the KKM target stated by the school. It is because of some problems in their learning English, one of the problems is the students are not able to comprehend expository text.

Based on the writer's preliminary observation toward the second year students at MAN Kampar, they still have problems in reading comprehension on expository text. They seemed to have difficulties in using schemata to comprehend expository text. Generally, it can be seen on the symptoms below:

1. Some of the students still have difficulties in stating the main idea on expository text.
2. Some of the students still have problems in identifying information about the topic on expository text.
3. Some of the students still have mistakes in understanding the meaning of certain words on expository text.
4. Some of the students still have problems in identifying reference on expository text.
5. Some of the students still have mistakes in making inference on expository text.
6. Some of the students still have problems in using prior knowledge and experience to comprehend expository text.
7. Some of the students still have problems in topic familiarity and perception on expository text.

Therefore, to solve those problems, Carrel and Eisterhold assumed in Li's journal that schemata has major role in reading process especially content schemata which affects comprehension. Readers remember the most when both the content and rhetorical forms are familiar to them; meanwhile unfamiliar content may cause more difficulties to comprehension.

By understanding the fact above, the writer is interested in rising up this problem in a research entitled: **“The Correlation between Content Schemata and Reading Comprehension on Expository Text of the Second Year Students at MAN Kampar”**

B. Definition of the Terms

1. Correlation

Correlation is a connection between two things in which one thing affects or depends on another.⁶ On the other hand, correlation is a measure of strength of the relationship between two data in this research; it is a way to find out the correlation between content schemata and reading comprehension on expository text of the second year students at MAN Kampar.

2. Content Schemata

Content schemata refers to the background knowledge of the content area and cultural background of a text, or the topic a text talks about. Content schemata deals with the knowledge relative to the content domain of the text.⁷ It means that, Content schemata is the students' background knowledge about topic in comprehension on expository text of the second year students at MAN Kampar.

3. Reading Comprehension

Reading comprehension is the process by which the meaning of a written text is understood. The understanding that results is reading comprehension.⁸ In conclusion, reading comprehension is defined as the

⁶ Victoria Bull, trans., *Oxford Learner's Pocket Dictionary, Fourth Ed.* (New York: Oxford University Press, 2008), p.98

⁷ Thom Hudson, *Teaching Second Language Reading* (New York: Oxford University Press, 2007), p.141

⁸ Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics, Third Edition* (New York: Pearson Education, 2002), p 443

process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It is important skill that must be skilled by English learner. The intended skills are included understanding and inferring what the text is or what the writer means. In other words, reading comprehension means the interactive process of understanding the text in order to get information and meaning from printed page.

4. Expository Text

Expository text is giving information; it explains why and how, clarifies a process, or defines a concept.⁹ On the other hand, it is kind of reading text which gives information to the reader. In this research, expository text is one of the reading texts in senior high school that will be researched by researcher. Thus, the researcher focuses on reading comprehension of expository text of the second year students at MAN Kampar.

⁹ M. Syafi'i, M. Fauzan Ansyari & Jonri Kasdi. *The Effective Paragraph Developments: The Process of Writing for Classroom Setting* (Pekanbaru: Lembaga Bimbingan Belajar Syafi'i Intensive, 2007), p. 62

C. The Problem

Based on the background illustrated above, it is clear that the students still have a lot of problems especially on expository text.

1. Identification of the Problem

- a. Why did some of the students still have difficulties in stating the main idea on expository text?
- b. Why did some of the students still have problems in identifying information about the topic on expository text?
- c. Why did some of the students have mistakes in understanding the meaning of certain words on expository text?
- d. Why did some of the students still have problems in identifying reference on expository text?
- e. Why did some of the students have mistakes in making inference on expository text?
- f. Why did some of the students still have problems in using prior knowledge, experience to comprehend expository text?
- g. Why did some of the students still have problem about topic familiarity and perception on expository text?

2. Limitation of the Problem

According to identification of problem, it can be concluded that there are a lot of problems needed to be investigated. However, the writer only limits investigation on correlation between content schemata and reading comprehension on expository text of the second year students at MAN Kampar.

3. Formulation of the Problem

The problems in this research can be formulated into research questions below:

- a. How is students' content schemata of the second year students at MAN Kampar?
- b. How is students' reading comprehension on expository text of the second year students at MAN Kampar?
- c. Is there any significant correlation between content schemata and reading comprehension on expository text of the second year students at MAN Kampar?

D. Objective and Significant of the Research

1. Objective of the Research

- a. To find out the data about students' content schemata of the second year students at MAN Kampar.
- b. To find out the data about students' reading comprehension on expository text of the second year students at MAN Kampar.
- c. To find out whether or not there is a significant correlation between content schemata and reading comprehension on expository text of the second year students at MAN Kampar.

2. Significance of the Research

- a. This research can give contribution and insight to the English lesson (especially in reading comprehension), the teacher, the school, and also to the researcher himself,
- b. The finding can be current information especially in terms of teaching and learning English as a foreign language to the respondents of the research and institution where they conduct the research, and
- c. The research is to fulfill one of the requirements to finish the writer's undergraduate study at State Islamic University of Sulan Syarif Kasim Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Concept of Content Schemata

Another theory closely related to top-down processing is called *schema theory*. According to Hudson the term *schema* is sometimes used as a singular term with *schemata* as the plural noun form. However, the literature also often uses the term *schema* in generic or non-count sense as in term such as ‘schema theoretic’ or ‘type of schema’.¹

Schema theory also has a major impact on reading instruction. It describes in detail how the existing knowledge of the learner interacts with the reading task and illustrates how a student’s knowledge and previous experience with the world is crucial to deciphering a text. The ability to use this schemata, or existing knowledge, seems to play a fundamental role in one’s trial to comprehend a text.

It is Bartlett who provides firstly experimental demonstration of the importance of meaning and knowledge on memory towards the modern cognitive approach to memory.² He investigated the way that his subjects remembered a short story, using a very simple design in which each subject asked the participants to write down all they could remember from it. Then,

¹ Thom Hudson, *Teaching Second Language Reading* (New York: Oxford University Press, 2007), p.141

² David Groome et al. *An Introduction to Cognitive Psychology: Processes and Disorders* (East Sussex: Psychology Press Ltd, 1999), p.66 [http //: Library.nu.com](http://Library.nu.com) (Retrieved on 2nd March. 2011)

Bartlett was the first person to propose the concept of schema, although Piaget had referred to the similar concept as cognitive structure and mental model. Rumelhart further developed the schema concept and described schema theory as a basically theory of how knowledge is mentally represented in the mind and used.³

Regarding to reading comprehension, Adams and Collins, in Xiubo Yi's journal, explained the goal of schema theory as "to specify the interface between the reader and the text –to specify how the reader's knowledge interacts with and shapes the information on the page and to specify how that knowledge must be organized to support the interaction".⁴ The given text does not carry meaning by itself, it only provides directions and clues for readers to retrieve or reconstruct meaning from their previous knowledge. This assumes that comprehension occurs when readers successfully connect the new information from the text with the information in their memory. If the new information does not fit to the readers' schemata, it could be misunderstood or ignored, or the original schemata will be revised.

³ D.E. Rumelhart, Schemata: The Building Blocks of Cognition. In R.J. Spiro, B. Bruce, & W.F. Brewer (Eds.), *Theoretical Issues in Reading and Comprehension*, New Jersey: Erlbaum. In Yuehai Xiao, *Building Formal Schemata with ESL Student Writers: Linking Schema Theory to Contrastive Rhetoric*. *Asian EFL Journal*. . (10), 2008, p.241-242. <[http //: Pdf-finder.com](http://Pdf-finder.com)>. (Retrieved on 2nd March 2011)

⁴ Xiubo YI, *A Psychological Analysis of English Reading Difficulty of Chinese College Learner*. (Dan ZHANG College of Foreign Languages Jilin University), p. 2. <[http //: Pdf-finder.com](http://Pdf-finder.com)>. (Retrieved on 1st March 2011)

Schema theory has three types according to Carrell, they are, Linguistic Schemata, Formal Schemata, and Content Schemata, which are closely related to reading comprehension.⁵

a. Linguistic Schemata

Linguistic Schemata refers to readers' existing language proficiency in vocabulary, grammar, and idiom.

b. Formal Schemata

Formal schemata are the organizational forms and rhetorical structures of written texts. They include knowledge of different text types and genres, and also include the knowledge that different types of texts use text organization, language structures, vocabulary, grammar and level of formality differently.

c. Content Schemata

Content Schemata refers to the background knowledge of the content area of a text, or topic of a text. They include topic familiarity, cultural knowledge and previous experience with a field.

The third types of schema theory above showed that how existing knowledge of the reader is crucial to get comprehension well. However, the studies proved that readers' content schemata influence their reading comprehension greatly than others.

⁵ Li Xiao-hui, WU Jun, & WANG Wei-hua. "Analysis of Schema Theory and Its Influence on Reading", *US-China Foreign Language-USA*. (11) 5, November 2007 (Serial No.50) p.19., <<http://pdf-finder.com>>, (Retrieved on 28th December 2011)

Content schemata deals with the knowledge related to the content domain of the text, which is the key to understand texts. Weaver states content schemata is the background knowledge, “a reader brings to a text.” it means that a reader need to use schemata to bring the background knowledge to the text. Content schemata is all the chunks of information that a reader has gained through a lifetime of direct and indirect experience. Therefore, this experience and an individual’s content schemata will have been profoundly influenced by his mother culture.⁶ Meanwhile, Brown in Al- Issa journal defines content schemata is what we know about people, the world, culture, and the universe. In other words, the readers need to use their background knowledge or content schemata regarding to the topic of a text and to know the content area of a text in order to comprehend it.

Besides content schemata refers to the familiarity and the cultural-specific, content schemata is part of the individual’s cultural orientation since culture affects all aspects of life. It certainly has a major impact on all elements of reading. Some of these elements include things such as what types of text do people read? What is the purpose of reading? How is reading perceived? What topics are worthy of reading?, the answers to all these questions are usually culturally determined, learned, understood, and put into practice. One cultural orientation appears to be a dominant force in shaping ones’ reading habits. Therefore, a reader is most likely to fail if his/her cultural schemata is different from the one proposed by the text. As pointed

⁶ Kurt Weaver, *Schema, Culture, and EFL Reading* (Asia University), p.3 <<http://pdf.finder.com>>. (Retrieved on 28th December 2011)

out by Carrell & Eisterhold “one of the most obvious reasons why a particular content schema may fail to exist for a reader is that the schema is culturally specific and is not part of a particular reader’s cultural background.”⁷

Alderson distinguishes three components of content schemata in Dalby’s paper, they are:⁸

a. Subject Knowledge

Alderson points out that we will comprehend a text better if we have prior knowledge of the subject being discussed. Someone with no knowledge about the topic being discussed would be unlikely to have pragmatic competence of the passage and would have difficulties in pronouncing the words. Reading texts provide to study vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts. However, good reading texts must be able to introduce interesting topics, stimulates discussion.⁹ On the other hand, when readers face with a text, he/she should be able to construct their prior knowledge regarding the subject or topic of the text being discussed.

b. Knowledge of the World

Hoey describes schema as a way of organizing knowledge and experience in the brain. He suggests that when one aspect of a schema is activated, the whole schema becomes available to the reader and, in turn,

⁷ Ahmad Al-Issa. “Schema Theory and L2 Reading Comprehension: Implications for Teaching”. *Journal of College Teaching & Learning* 7, (July 3, 2006),. <<http://pdf-finder.com>>. (Retrieved on 15th December 2011)

⁸ Tim Dalby, *Schema Theory: “Getting into Minds of Your Learners”* (Jeonju University) pp.10-13 <<http://Pdf-finder.com>>. (Retrieved on 1st March 2011)

⁹ Jeremy Harmer. *How to Teach English: An Introduction to Practice of English Language Teaching* (Harlow: Longman), p.68

affects the interpretation of the text. Gilbert calls this phenomenon 'filling in perception' and it has to do with the way our brains store experiences - not as a whole but instead as main ideas which can later be reweave, rather than recalled. Briefly, it is about perception to something. If someone has more knowledge about something around, he/she certainly are able to comprehend a text related to the something he/she has known.

c. Cultural Knowledge

Schema theory holds strongest in the area of background cultural knowledge. Bartlett was one of the first to write about the effect of cultural on recall of information. He suggests that teaching English based on cultural context is provided to help student to overcome problems of comprehension. The study also proved that cultural context can increase the students' ability to make inference. In other words, cultural context is needed in learning process. When students face with comprehension, they have to use content schemata while reading the text.

The three components of content schemata above explained how crucial it works in readers' mind. Readers need prior knowledge, cultural knowledge, experiences, perception and also familiar with topic in order to get comprehension as well as possible.

Furthermore, Shellyakins describes in her paper to activating background knowledge or content schemata of the topic is important for several reasons, they are:

- a. It gives students the opportunity to bring their minds of information that is relevant to the text are about to read. Doing will help students make connections while reading.
- b. It gives students the opportunity to learn from one another. When students hear what other students know about a topic, they are often reminded of ideas and experiences of their own related to the topic of the text.
- c. It provides the teacher with the opportunity to identify serious background knowledge gaps or misconceptions that might actually get in the way of comprehension.¹⁰

From her paper, activating content schemata is very important in reading comprehension process. The teacher should provide the students a topic that related to their experiences and familiarity. As a result, the high level of comprehension will be reached by the students in teaching-learning process.

¹⁰ Shellyakins, *Activating Prior Knowledge* Retrieved on 13th December 2012 from (<http://hubpages.com/hub/acessing-prior-knowledge>)

2. The Concept of Reading

Reading can be seen as an interactive process between reader and a text. In this process, the reader interacts dynamically with the text as he/she tries to elicit the meaning. There are three main theories which explain the nature of learning to read, first, the traditional theory or *bottom up processing* which focuses on the printed form of a text; second, the cognitive view, or *top-down processing* enhances the role of background knowledge in addition to what appeared on the printed page; third, the metacognitive view, which is based on the control and manipulation that a reader can have on the act of comprehending a text, and, emphasizes involvement of the reader's thinking about what he is doing in reading. The three main theories can be described as follow:

a. Traditional Bottom-Up View

According to Nunan, reading in this view is basically a matter of decoding a series of written symbols into their aural equivalents in the quest for making sense of the text.¹¹ He referred to this process as the '*bottom-up*' view of reading. Basically, behaviorism which influenced the traditional approach became the basis of the audio-lingual method, which sought to form second language "habits" through drilling, repetition, and error correction.¹² Today, the main method associated with the bottom-up

¹¹ David Nunan, *Language Teaching Methodology: A Textbook for Teachers* (Sydney: Macquarie University, 1991), p.64.

¹² M. A. Omaggio, Teaching Language in Context. In Elba Villanuebba de Debat, "Applying Current Approaches to the Teaching of Reading". *English Teaching Forum*. (1), 2006, p. 9. <[http //: google.com](http://google.com)> (Retrieved 1st January 2011)

approach to reading is known as *phonics*, which requires the learner to match letters with sounds in a defined sequence in which reading become a linear process by which readers decode a text word by word, linking the words into phrases and then sentences. Phonics emphasizes on repetition and on drills using the sounds that make up words.

The traditional bottom up model has only one interaction between sounds and word. Information is received and processed beginning with the smallest sound units, and proceeded to letter blends, words, phrases, and sentences. Thus, novice readers acquire a set of hierarchically ordered sub-skills that sequentially build toward comprehension ability. Having mastered these skills, readers are viewed as experts who comprehend what they read. In other words, language is viewed as a code and the reader's main task is to identify graphemes and convert them into phonemes. Consequently, readers are regarded as passive recipients of information in the text; meaning resides in the text and the reader has to reproduce it.

This model of reading has almost always been under attack as being insufficient and defective for the main reason that it relies on the formal features of the language, mainly words and structure. However, it must be confessed that knowledge of linguistic features is also necessary for comprehension to take place. To counteract over-reliance on form in the traditional view of reading, the cognitive view was introduced.

b. Cognitive View (Top-Down View)

In the 1960s a paradigm shift occurred in the cognitive sciences. In this view, reading is not just extracting meaning from a text but a process of connecting information in the text with the knowledge the reader brings to the act of reading which is reading defined as a dialogue between the reader and the text which involves an active cognitive process in which the reader's background knowledge plays a key role in creating meaning. Rumelhart has described schemata as "*building blocks of cognition*" which are used in the process of interpreting sensory data, in retrieving information from memory, in organizing goals and sub goals, in allocating resources, and in guiding the flow of the processing system. If our schemata are incomplete and do not provide an understanding of the incoming data from the text we will have problems processing and understanding the text. In short, reading is a psycholinguistic guessing game, a process in which readers sample the text, make hypotheses, confirm or reject them, make new hypotheses, and so forth.

Furthermore, Grabe in Murcia argues that reading is a complex which has six components. One of them is about content/world background knowledge; it is prior knowledge of text-related information and a shared understanding of the cultural information involved in text.¹³ In other words, reading is cognitive process that needs background knowledge of the reader in order to understand text.

¹³ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language (Third Edition)*, ed. (Boston: Heinle & Heinle –Thomson Learning, 2001), p.154

c. Metacognitive View

In the context of reading, meta-cognition involves thinking about what one is doing while reading. Strategic readers do not only sample the text, make hypotheses, confirm or reject them, and make new hypotheses while reading. They also involve many activities along the process of reading, whose stages can be divided into three, i.e. before reading, while reading, and after reading. The activities involved before reading are to identify the purpose of the reading, identify the form or type of the text. In the second stage (while reading), they think about the general character and features of the form or type of the text, such as trying to locate a topic sentence and follow supporting details toward a conclusion, project the author's purpose for writing the text, choose, scan, or read in detail, make continuous predictions about what will occur next based on information obtained earlier, prior knowledge, and conclusions obtained within the previous stages. Finally, in the last stage, they attempt to form a summary, conclude, or make inference of what was read.

In conclusion, the three main theories above are the based concept in reading process. Every point points out the way of reading by teacher or students as reader. The writer assumes that reading has important role in our life, therefore, before going to reading, the reader should consider about how crucial the three theories of reading above.

3. The Nature of Reading Comprehension

According to Nunan, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.¹⁴ On the other hand, it has been called as a passive activity that involves reader's eyes move forwards and backwards across a text depending upon comprehension and intent. However, he controls his speed and relies on schemata and expectation to understand what the writer has written.

Comprehension involves constructing meaning that is reasonable and accurate by connecting what has been read to what the reader already knows and thinking about all of this information until it is understood. Comprehension is the final goal of reading instruction which needs contributions from one's schemata or prior knowledge. To succeed it, comprehension entails three components of comprehension, they are:

- a. The reader who is doing the comprehending
- b. The text that is to be comprehended
- c. The activity in which comprehension is a part

Reading is a process whereby a reader brings meaning to and gets meaning from printed page. To complete it, he should understand material. However, there is dilemma in comprehending the material. A student can read the words in the text, but do not understand what he is reading. The problems might be derived from the material, the students, the teachers, or even the strategies applied in teaching and learning reading. So, to teach reading

¹⁴ David Nunan. *Practical English Language Teaching: Reading* (New York: McGraw-Hill, 2005), p. 71.

comprehension effectively, teacher needs to consider the strategies. Before going to have the strategies, it is better to know taxonomy of reading comprehension.

Taxonomy of reading comprehension was designed by Barrett. This taxonomy provides an orderly presentation of categories of reading comprehension, they are:¹⁵

a. Literal comprehension

Literal comprehension refers to an understanding of the straightforward meaning of the text. Questions of literal comprehension can be answered directly and explicitly from the text, such as asking facts, vocabulary, dates, times, and locations. It is used to make sure that students have understood the basic or surface meaning of the text.

b. Reorganization

The next type of comprehension is reorganization. Reorganization is based on a literal understanding of the text; students must use information from various parts of the text and combine them for additional understanding. Questions that address this type of comprehension are important because they teach students to examine the text in its entirety, helping them move from a sentence-by-sentence consideration of the text to a more global view. The students may utilize the statements of the author verbatim, or they may paraphrase or

¹⁵ "Barrett's Taxonomy of Reading Comprehension". *Remedial Instruction*. <<http://google.com>>. (Retrieved on 13th August 2011)

translate the author statements. It can be done by classifying, outlining, summarizing, and synthesizing them.

c. Inference

Making inferences involves more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions. They may infer supporting details, main ideas, sequence, comparisons, cause and effect relationships, characters traits, predicted outcomes, and figurative language (meaning inferred).

d. Evaluation

Evaluation requires the learner to give a global or comprehensive judgment about some aspects of the text. Evaluative thinking may be demonstrated by asking them to make judgments, such as reality or fantasy fact or opinion; adequacy or validity; appropriateness; worth, desirability, and acceptability. They may compare ideas presented in the reading selection with external criteria provided by the teacher, other authorities, or written sources with internal criteria provided by the students' experiences, knowledge, or values.

e. Appreciation (Affective Domain)

Appreciation is like a personal response, it requires readers to respond with their feelings for the text and the subject. The answers are not found

in the text; they come strictly from the readers. While no answers are incorrect, they cannot be unfounded; they must relate to the content of the text and reflect a literal understanding of the material.

Moreover, Hughes explained that teaching reading must teach about as follows; Identify pronominal references, main ideas, what kind text involve, topic, supporting details, recognize writer's intention, and making references.¹⁶ In this study, the writer uses principle from Hughes. Therefore, it will be foundation and indicators variable Y because it is more complete than the others.

Furthermore, there are some activities utilized to facilitate reader comprehend the material in reading comprehension class. They are pre-reading, while-reading, and post-reading.

a. Pre-Reading Activities

Pre-reading activity is an activity to prepare students to read the material. In other words, it is aimed to activate existing schemata, build new schemata, and provide information to the teacher about what the students know. The students can draw on their current knowledge and develop schemata to read given text. The technique can be as simple as brainstorming on the black board. The teacher writes a keyword on the blackboard and then elicits associated words from the students.

¹⁶ Arthur Hughes., *Testing for Language Teacher: 2nd Edition*. (Cambridge: Cambridge University, 2003) p. 54

There are some strategies in pre-reading activities, they are:¹⁷

- 1) Predicting
Firstly, the teacher should examine the cover illustration and read the title of new book. Then, students are asked to predict what it might be about based on the cover picture, the title, or both. The reasoning behind their prediction should be discussed.
- 2) Activating Schema
Schema is all existing knowledge and experiences that one has to have. The teacher can ask students to tell about what he or she knows about the subject of the story. Ask them to recall any experiences they have had that might relate to the story. For example by saying "You said you have a cat. Tell me what your cat does all day and the things it likes to do. What do you think the cat in this story will do?" These activities can then help students understand what the text is about by activating their formal and content schemata and making them familiar with the topic before they begin reading.
- 3) Conducting Picture Walk
This strategy can be used for early readers. When doing a picture walk, flip through the pages of the book without reading. Use the pictures to give you a general idea of what is going to happen in the book. If there is vocabulary that may not be familiar to child such as "cupboard" or "bonnet" point the words out and explain them in connection with the pictures and the context of the story.
- 4) Noticing Structure of the text
It is an optional one; if there is a need to point out or help the children notice the structure of the text, such as repeated phrase, encourage them to connect it with other similarly structured texts they have read.
- 5) Forming Purpose for Reading
It can be done by formulating and encouraging the student to come up with two or three predictions or questions before reading.

b. During Reading

After students are ready to read the material, they come up to during reading activity. There is interaction between readers and the text. In case, successful independent reading involves integrating three sets of cues (meaning and semantics, syntax or language structure, and visual

¹⁷ "Reading Strategy", Retrieved on 15th July 2011. <[http //: Literacyonlineaccess.com](http://Literacyonlineaccess.com)>.

information). Efficient readers use all three to predict, confirm, and self correct as they read.

c. Post-Reading

While in post reading activity, they do some thing related to the text. It can be a discussion and questions on the text or the issues arose in it to clarify understanding during and after reading. One way to begin this dialogue is through asking questions that elicit responses reflecting the student's thoughts and understandings about the reading. Moreover, engaging students in a dialogue about something they are about to read can clarify their thinking and help teacher find out what they already know or expect from the material.

Based on the explanation above, the writer concludes that comprehension is the important one in reading. Without comprehension, the readers are not able to find out the meaning of the text. Thus, the students must use the knowledge, skill, and strategies what the meaning of the text talks about.

4. Factors that Influence Reading Comprehension

To get good comprehension in reading, someone must have many skills and knowledge because in reading text many aspects involved. In this case, Judith states that there are several factors that influence reading comprehension.¹⁸

¹⁸ Judith Westphal Irwin. *Teaching Reading Comprehension Processes* (New Jersey: Prentice Hall, 1986) p. 102

a. Prior Knowledge

Prior knowledge is so necessary for comprehension that some speculates can often account for a large portion of the difference between successful and unsuccessful comprehension. On the other hand, prior knowledge is needed in comprehending texts. Briefly, when the readers face with reading text, they need to recall their prior knowledge in order to get new information in their memory.

b. Motivation and Interest

Comprehension is also improved when the students are motivated and interested. To some extent, teachers facilitate motivation each time they make the task easier by making sure that the students have the requisite skills and schemata. Being interested in the material leads to more motivation and the students read interesting material with greater comprehension than uninteresting material, even when readability level is the same for each.

c. Cultural differences

Teachers should be aware of how cultural differences influence the comprehension of individual students. Cultural differences can clearly be related to the differences in prior knowledge, vocabulary, and interest.

d. Decoding fluency

Finally, students can not be expected to comprehend passage when they are devoting large amounts of attention to identify individual

words. They should be given material they can decode fluently if they develop their comprehension skill.

From the explanation above, it can be concluded that students' comprehension on reading the text can be influenced by considering several factors that has been described above. The factor is also related to students' content schemata. Thus, the teacher should be more attention about the factors to make successful comprehension.

5. Content Schemata and Reading Comprehension

Research on the theory of schema had great impact on understanding reading comprehension in ESL and EFL. It made clear the case that understanding the role of schema in the reading process provides insights into why students may fail to comprehend text material. Research in this area seem to agree that when students are familiar with the topic of the text they are reading (i.e., possess content schema), aware of the discourse level and structural make-up of the genre of the text (i.e., possess formal schema), and skillful in the decoding features needed to recognize words and recognize how they fit together in a sentence (i.e., possess language schema), they are in a better position to comprehend their assigned reading. Deficiency in any of the above schemas will result in a reading comprehension deficit.¹⁹

The process of content schemata refers to the knowledge that relative to the content domain of reading materials, which is the key to the understanding of a text. As a language is not only consisted of vocabulary, grammar and

¹⁹ Al-Issa. Ahmad. *Op.cit*

sentence structures, it is also the carrier of different levels of culture. Studies proved that content schemata affect comprehension and remembering more than formal schemata do for text organization. Readers remembered the most when both the content and rhetorical forms were familiar to them while unfamiliar content may cause more difficulties in correct comprehension.

Based on their studies, found that familiar content schemata helped subjects enhance the quality of recall in a story. They suggested that ESL and EFL reading teachers should help students acquire appropriate content and formal schemata for better comprehension of text.²⁰ The appropriate schemata could give them good interpretation about the text. On the other hand, content schemata has relation toward reading comprehension because when the reader moves back their memory about one topic, it will build the prior knowledge in their memory. Thus, the readers are easier to comprehend the text.

Freire and Macedo in Hudson also argue that reading does not consist merely of decoding the written word of language; rather it is preceded by and intertwined with knowledge of the world. Language and reality are dynamically interconnected. The understanding attained by critical reading of a text implies perceiving the relationship between text and content.²¹

²⁰ Patricia L. Carrell, Text as Interaction: Some Implications of Text Analysis and Reading Research for ESL Composition. In U. Connor and R. Kaplan (Eds.), *Writing Across Languages: Analysis of L2 Text* (pp. 47-56). New York: Addison Wesley. In Yuehai Xiao, Building Formal Schemata with ESL Student Writers: Linking Schema Theory to Contrastive Rhetoric. *Asian EFL Journal*. (10), 2008, p.243.. <[http //:Pdf-finder.com](http://Pdf-finder.com)>. (Retrieved 1st March 2011)

²¹ Hudson, Thom. *Op.cit*, p.142

Theoretically, there is great deal of evidences that indicates a relationship between content schemata and reading comprehension. Thus, it can be said that content schemata has an important role in reading process since the readers have awareness to construct and recall their background knowledge of the topic in the text especially on expository text.

6. The Nature of Expository Text

Expository text means a text that express the opinion, idea, or argument of the writer based on the phenomena or the topic. Syafi'i et al state that exposition mean the way to give explanation or analyzing to the text or paragraph that supported by controlling idea with information, facts, and illustration. Besides, they also mention the methods to organize exposition text as follows:

- a. Explaining processes and procedures;
- b. Giving comparison or pro and contra;
- c. Analyzing cause and effect relationship;
- d. Criticizing; etc.²²

Furthermore, very common types of exposition text are divided into two types, namely; hortatory exposition text and analytical exposition text.

²² M. Syafi'I, M. Fauzan Ansyari & Jonri Kasdi. *The Effective Paragraph Developments: The Process of Writing for Classroom Setting* (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007), pp.23-24

7. Writing Expository Paragraph

Expository is to give information, to explain why and how. Most of reading will also be the expository type, such as newspaper, magazine, literature-novel etc. The basic organizational plan for an expository report, essay, or article, is as follows:²³

Table II. 1
The Basic Organizational of Expository Text

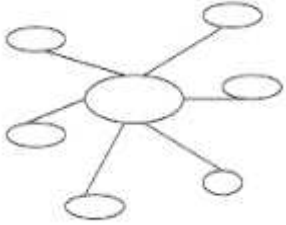
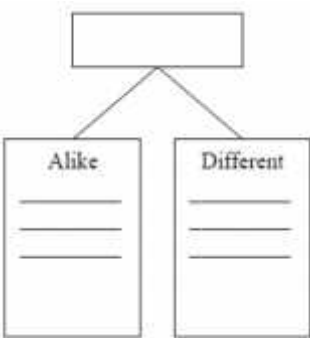
Introduction Paragraph - The first paragraph in which the author grabs the reader's attention (lead) and tells the reader what the entire piece will be about (topic sentence).
Body of the Piece - A number of paragraphs, each with a broad yet distinct main idea sentence, which explains what the paragraph is about, followed by a variety of supporting details. (Often times teachers require three paragraphs in the body of the piece, however, two well-developed paragraphs, or 4, 5, or 6, paragraphs work equally as well - the key is for the author to write as many paragraphs as needed to fully explore the topic. Requiring three paragraphs can result in a formulaic, one size fits all approach that limits the author.)
Conclusion Paragraph - The final paragraph which creatively reiterates the main ideas and restates the thesis or topic sentence in a general way. This may be accomplished in a straightforward, although not literal repetition, or it may be implied.

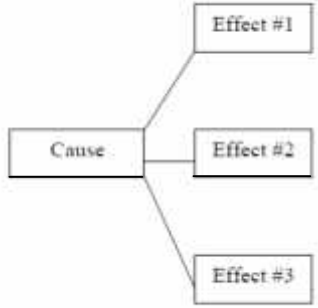
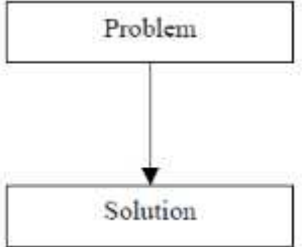
Furthermore, Meyer states that knowledge of the rhetorical relationship of the ideas-main idea, major ideas, and supporting details-helps readers with their comprehension of the expository texts. He classified these text structures as follows:²⁴

²³ [Http://empowering-writers/The Comprehensive Expository Writing Guided/2005](http://empowering-writers/The_Comprehensive_Expository_Writing_Guided/2005) (Retrieved on 23th January 2012)

²⁴ [http://How to Teach Expository Text Structure the Facilitate Reading Comprehension Reading Topics A-Z Reading Rockets.html](http://How_to_Teach_Expository_Text_Structure_the_Facilitate_Reading_Comprehension_Reading_Topics_A-Z_Reading_Rockets.html). 2005.<www.google.com> (Retrieved on 10th January 2013)

Table II. 2
Five Expository Text Structures and Their Associated Signal Words

Pattern	Description	Cue Words (Signal Words)	Graphic Organizer
Description	The author describes a topic by listing characteristics, features, attributes, and examples	<ul style="list-style-type: none"> • for example • characteristics • for instance • such as • is like • including • to illustrate 	
Sequence	The author lists items or events in numerical or chronological sequence, either explicit or implied	<ul style="list-style-type: none"> • first • second • third • later • next • before • then • finally • after • when • later • since • now • previously • actual use of dates 	1. _____ 2. _____ 3. _____ 4. _____
Comparison	Information is presented by detailing how two or more events, concepts, theories, or things are alike and/or different	<ul style="list-style-type: none"> • however • nevertheless • on the other hand • but • similarly • although • also • in contrast • different • alike • same as • either/or • in the same way • just like • just as • likewise • in comparison • where as • yet 	

Cause and Effect	The author presents ideas, events in time, or facts as causes and the resulting effect(s) or facts that happen as a result of an event.	<ul style="list-style-type: none"> • if/then • reasons why • as a result • therefore • because • consequently • since • so that • for • hence • due to • thus • this led to 	 <pre> graph LR Cause[Cause] --- Effect1[Effect #1] Cause --- Effect2[Effect #2] Cause --- Effect3[Effect #3] </pre>
Problem and Solution	The author presents a problem and one or more solutions to the problem	<ul style="list-style-type: none"> • problem is • dilemma is • if/then • because • so that • question/answer • puzzle is solved 	 <pre> graph TD Problem[Problem] --> Solution[Solution] </pre>

In conclusion, the expository text has five types; they are description, sequence, comparison, cause-effect, and problem solving. They have same purposes to give information to reader.

B. Relevant Research

In order to avoid plagiarism, the writer states two researches dealing with content schemata and reading comprehension, those are from:

1. Ismi Mariati (2005), in her research, she focused on “The Effect of Activating Schemata on Reading Comprehension at the First Year of SMAN 1 Bangkinang”. Activating schemata was one of the good techniques, in which having schemata before reading activities is very important because it helped the readers to understand and improve their reading comprehension. A Schemata needs to diagnose student’s prior

knowledge and provide necessary background knowledge so they will be prepared to understand what they will read. At the end of her research, she concluded that there were significant differences between the students' reading comprehension taught by activating schemata pre reading plan and not activating schemata through pre-reading.²⁵

2. A research by Syafni Eliza (2011) an alumnus State Islamic University of Sultan Syarif Kasim Riau entitled "The Correlation between Students' Formal Schemata and Their Reading Comprehension of Narrative Text at Science Class of the Second Year of State Senior High School 3 Pekanbaru". It showed that strength of correlation was 0.565. It was categorized as *middle correlation*. The result of this research was a positive significant correlation between students' formal schemata and their reading comprehension of narrative text at science class of the second year of state senior high school 3 Pekanbaru.²⁶

²⁵ Ismi Mariati. "The Effect of Activating Schemata on Reading Comprehension at the First Year of SMAN 1 Bangkinang" (Pekanbaru: Unpublished Thesis), 2005

²⁶ Syafni Eliza. "The Correlation between Students' Formal Schemata and Their Reading Comprehension of Narrative Text at Science Class of the Second Year of State Senior High School 3 Pekanbaru" (Pekanbaru: Unpublished Thesis), 2011

C. Operational Concept

The operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. There are two variables in this research.

1. The Indicators of Content Schemata (X) are as follows:

- a. The students have prior knowledge to comprehend expository text.
- b. The students are familiar with topic on expository text.
- c. The students have experience with topic on expository text.
- d. The students have cultural background with topic on expository text.
- e. The students have perception about the topic on expository text.

2. The Indicators of Reading Comprehension (Y) are as follows:

- a. The students are able to state the main idea on expository text.
- b. The students are able to identify information on expository text.
- c. The students are able to understand certain vocabulary on expository text.
- d. The students are able to identify reference on expository text.
- e. The students are able to make inference on expository text.

D. Assumption and Hypotheses

1. Assumption

In general, the assumption of this research can be expressed that the content schemata affect reading comprehension on expository text of the second year students at MAN Kampar.

2. Hypothesis

a. The Alternative Hypotheses (H_a)

There is significant correlation between content schemata and reading comprehension on expository text of the second year students at MAN Kampar.

b. The Null Hypotheses (H_0)

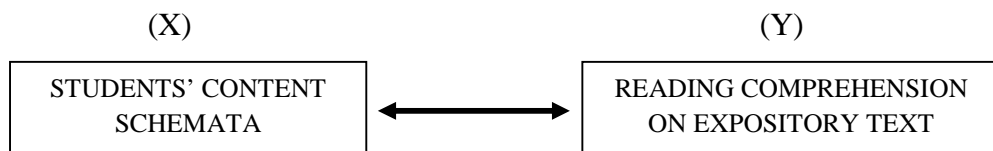
There is no significant correlation between content schemata and reading comprehension on expository text of the second year students at MAN Kampar.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research is a quantitative research that needs to know how the correlation between two variables or more. Creswell defines a correlation as a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently.¹ This research investigated the question of whether there is systematic relationship between content schemata and reading comprehension. This kind of correlation is *Serial Correlation* because the kind of data correlation is ordinal and interval.² There were two variables in this research, independent and dependent variables. Hartono said that independent variable is a variable that gives influence, and dependent variable is the one that is affected by independent variable.³ The independent variable is students' content schemata (X) and dependent variable is reading comprehension (Y).



¹ Jhon W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. (New Jersey: Prentice Hall, 2008), p. 356

² Hartono, *Statistik untuk Penelitian* (Pekanbaru: Pustaka Pelajar & Zanaf Publishing, 2004), p.77

³ *Ibid*, p.75

B. Location and Time of the Research

The research was conducted at the second year students of MAN Kampar located at Pekanbaru - Bangkinang Street Km 54 no.52 Tanjung Rambutan, Kampar Regency in 2012/2013 of academic year. The research was carried out from March to April 2013.

C. Subject and Object of the Research

The subject of this research was students' reading comprehension on expository text (Y), and the object of this research was students' content schemata (X).

D. Population and Sample of the Research

The population of this research was the second year students of MAN Kampar with total number 104 students. They were divided into 4 classes. Creswell states "approximately 30 participants for a correlational study that relates variables".⁴ The researcher used simple random sampling to determine 30% of the sampling from the total population.⁵ Therefore; the researcher took 32 students as the sample. The amount of the sample is shown in the table as follows:

⁴ Creswell, Jhon W. *Op.cit.*, p.118

⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu; Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), p. 134.

Table III.1
Population and Sample of the Research

No.	Class	Male	Female	Population	Percentage	Sample
1	XI IPA 1	11	11	22	30%	7
2	XI IPA 2	11	11	22	30%	7
3	XI IPS 1	16	14	30	30%	9
4	XI IPS 2	12	18	30	30%	9
TOTAL		50	54	104	30%	32

E. Technique of the Data Collection

There are two instruments used to conduct this research. They are:

1. Observation

Before doing the research, the writer did observation to know the effectiveness of using schemata in learning process by the teacher and the students.

2. Questionnaire

To determine the students' content schemata, the instrument used questionnaire. The items of the questionnaire were constructed based on the indicators. The questions consisted of 20 items. The questionnaire represented the students' answers.

According to Rensis Likert, Likert scale is the most widely used scale in survey research and certainly the one that has found its way into popular culture. The classic use of the Likert scale was to pose questions or items to participants and have them respond using an agreement scale by selecting a number that best represented their response. Therefore, to

determine students' content schemata can be scaled into five categories as follows:⁶

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

3. Multiple Choice Test

The test was used to measure students' reading comprehension on expository text. In teaching reading in our curriculum (KTSP), if the students are able to achieve goal, this means that assessment of reading ability needs to be correlated with purposes of reading.

According to Hughes, there are many techniques that can assess the students' comprehension but the writer used multiple choices technique. Multiple choices technique is a technique that will be designed by using four choices and the respondent chooses one based on the question.⁷ This technique can assess the student's reading comprehension. In this research, the writer gave twenty five questions for the respondent. They were based on the indicators of reading comprehension in operational concept. There were five indicators in reading comprehension and for each indicator the writer made 5 questions.

⁶ Creswell, Jhon W. *Op.cit.*, p.183

⁷ Arthur Hughes., *Testing for Language Teacher: 2nd Edition*. (Cambridge: Cambridge University, 2003), p. 54

F. Technique of the Data Analysis

Considering both variables as ordinal and interval data, thus, the writer used *Serial Correlation* formula in analyzing and calculating the data. The collective data were analyzed by using the following formula: ⁸

$$r_{\text{ser}} = \frac{\sum (O_r - O_t) M}{SD_{\text{tot}} \sqrt{\sum \frac{(O_r - O_t)^2}{p}}}$$

Where:

- r_{ser} : Serial Correlation Coefficient
- SD_{tot} : Standard Deviation
- O_r : The Lower Ordinate
- O_t : The Higher Ordinate
- M : Mean Score
- p : Individual

Furthermore, to categorize how big strength of correlation between content schemata and reading comprehension on expository text of the second year students at MAN Kampar, the researcher used categories in Hartono's book. They are:

⁸ Hartono, *Op.cit*, p. 193

Table III.2
Interpretation of Correlation Coefficient

Coefficient Interval	Level of Correlation
0.00-0.200	Very Low
0.200-0.400	Low
0.400-0.700	Middle
0.700-0.900	Strong
0.900-1.00	Very Strong

(Adapted from Hartono)⁹

The data of students' content schemata should be calculated by formula below:¹⁰

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Number of items

Furthermore, the data of reading comprehension should be scored by formula below:¹¹

$$S = \frac{R}{N} \times 100\%$$

Where:

S : Individual Score

R : Number of Correct Answer

N : Number of Items

⁹ *ibid*, p. 86

¹⁰ Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)* (Jakarta: Bumi Aksara, 2009), p. 236

¹¹ *ibid*

Table III.3
The Classification of Students' Score

The Score Level	Category	Level
80-100	Very Good	High
66-79	Good	Middle
56-65	Enough	Low
40-55	Less	Very Low
30-39	Fail	Bad

(Adapted from Suharsimi Arikunto)¹²

G. Items Difficulties, Validity Test and Reliability Test

1. Items Difficulties

Before getting the data, the researcher used all of items in try out. Try out was intended to know the value of the test. The value itself was used to find out the level of difficulties of each item. The standard of value used was 0.30 and 0.70.¹³

The items that could not fulfill the standard value were replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy.

The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula:¹⁴

$$FV = \frac{R}{N}$$

¹² *ibid*, p. 245

¹³ Arikunto, Suharsimi, *Op.cit.*, p.208

¹⁴ J.B Heaton. *Writing English Language Tests* (New York: Longman Inc, 1988) p. 159

Where:

FV = Difficulty level

R = The number of correct answer

N = The number of students

For example, if the number 1 was correct by 8 students of 20 students, the difficulty could be calculated as follows:

$$FV = \frac{R}{N}$$

$$= \frac{7}{20} = 0.35$$

If the value was changed into percentage, it could be calculated $0.4 \times 100\% = 40$. The value was considered standard, and could be used to get the data. In other words, the item did not need to be changed. After doing try out, the researcher found that there were no any items modified because the level of difficulty reached the standard item of difficulty. Then, the proportion correct was represented by “p”, whereas the proportion incorrect was represented by “q”.

Then, the calculation of item difficulty can be seen from the following table:

Table III.4

The Students are Able to State the Main Idea on Expository Text

Variable	The students are able to state the main idea on expository text.					N
Item No.	1	6	11	16	21	20
Correct	11	10	11	12	12	
P	0.55	0.50	0.55	0.60	0.60	
Q	0.45	0.50	0.45	0.40	0.40	

$$FV = \frac{R}{N}$$

$$Q = 100 - P$$

Based on the table, the item numbers of question for stating the main idea on narrative text are 1, 6, 11, 16, and 21. It shows that the proportion of correct answer of the test. The proportion of correct answer for test item number 1 is 0.55, the proportion of correct answer for test item number 6 is 0.50, the proportion of correct answer for test item number 11 is 0.55, the proportion of correct answer for test item number 16 is 0.60, and the proportion of correct answer for test item number 21 is 0.50. Based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of stating the main idea on expository text are accepted.

Table III.5

The Students are Able to Identify Information on Expository Text

Variable	The students are able to identify information on expository text					N
Item No.	2	7	12	17	22	20
Correct	13	11	13	11	11	
P	0.65	0.55	0.65	0.55	0.55	
Q	0.35	0.45	0.35	0.45	0.45	

$$FV = \frac{R}{N}$$

$$Q = 100 - P$$

Based on the table, the item numbers of question for stating the main idea on narrative text are 2, 7, 12, 17, and 22. It shows that the proportion of correct answer of the test. The proportion of correct answer for test item number 2 is 0.65, the proportion of correct answer for test item number 7 is 0.55, the proportion of correct answer for test item number 12 is 0.65, the proportion of correct answer for test item number 17 is 0.55, and the proportion of correct answer for test item number 22 is 0.55. Based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of identifying information on expository text are accepted.

Table III.6**The Students are able to Understand Certain Vocabulary on Expository Text**

Variable	The students are able to understand certain vocabulary on expository text					N
Item No.	3	8	13	18	23	20
Correct	13	10	12	10	10	
P	0.65	0.50	0.60	0.50	0.50	
Q	0.35	0.50	0.40	0.50	0.50	

$$FV = \frac{R}{N}$$

$$Q = 100 - P$$

Based on the table, the item numbers of question for stating the main idea on narrative text are 3, 8, 13, 18, and 23. It shows that the proportion of correct answer of the test. The proportion of correct answer for test item number 3 is 0.65, the proportion of correct answer for test item number 8 is 0.50, the proportion of correct answer for test item number 13 is 0.60, the proportion of correct answer for test item number 18 is 0.50, and the proportion of correct answer for test item number 23 is 0.50. Based on the standard level of difficulty “p” is >0.30 and <0.70. So, the items of understanding certain vocabulary on expository text are accepted.

Table III.7**The Students are Able to Identify Reference on Expository Text**

Variable	The students are able to identify reference on expository text					N
Item No.	4	9	14	19	24	20
Correct	11	12	11	12	12	
P	0.55	0.60	0.55	0.60	0.60	
Q	0.45	0.40	0.45	0.40	0.40	

$$FV = \frac{R}{N}$$

$$Q = 100 - P$$

Based on the table, the item numbers of question for stating the main idea on narrative text are 4, 9, 14, 19, and 24. It shows that the proportion of correct answer of the test. The proportion of correct answer for test item

number 4 is 0.55, the proportion of correct answer for test item number 9 is 0.60, the proportion of correct answer for test item number 14 is 0.55, the proportion of correct answer for test item number 19 is 0.60, and the proportion of correct answer for test item number 24 is 0.60. Based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of identifying reference on expository text are accepted.

Table III.8

The Students are Able to Make Inference on Expository Text

Variable	The students are able to make inference on expository text					N
Item No.	5	10	15	20	25	20
Correct	9	12	14	12	10	
P	0.45	0.60	0.70	0.60	0.50	
Q	0.55	0.40	0.30	0.40	0.50	

$$FV = \frac{R}{N}$$

$$Q = 100 - P$$

Based on the table, the item numbers of question for stating the main idea on narrative text are 4, 9, 14, 19, and 24. It shows that the proportion of correct answer of the test. The proportion of correct answer for test item number 4 is 0.55, the proportion of correct answer for test item number 9 is 0.60, the proportion of correct answer for test item number 14 is 0.55, the proportion of correct answer for test item number 19 is 0.60, and the proportion of correct answer for test item number 24 is 0.60. Based on the standard level of difficulty “p” is >0.30 and <0.70 . So, the items of making inference on expository text are accepted.

2. Validity of the Test

Every test, whether it is a short, informal classroom test, or a public examination should be as valid as the test constructor can make it. The instrument of the test must aim at providing a true measure. The instrument of the test is valid if the instrument used can measure the thing that will be measured.¹⁵

The researcher administered try out twice, the researcher carried out in other class that was not included in sample. The purpose of try out was to obtain validity and reliability to the test. It was determined by finding the difficulty level of each item.

According to Arikunto, there are two kinds of validity, namely Logical Validity and Empirical Validity. Logical Validity is the validity stated based on the result of experience.¹⁶ It means that the instrument of the research stated valid if the instrument has been examined from the experience such as try out.

Before getting the data, the researcher used all of the items in try out. Try out was intended to know the value of the test. The purpose of try out was to obtain validity and reliability to the test. To find validity the test writer used correlation product moment, the formula is as follows:¹⁷

¹⁵ Gay, L.R., *Education Research Competencies for Analysis & Application 2nd Edition* (New Jersey: A Bell Howell Company, 1983). p.23

¹⁶ Arikunto, Suharsimi, *Op.cit*, p.75

¹⁷ *ibid.*, p. 70

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

Where:

r_{xy} = Correlation product moment x and y

$\sum xy$ = Total x and y

$\sum x^2$ = X quadrant

$\sum y^2$ = Y quadrant

$$\begin{aligned} r_{xy} &= \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}} \\ &= \frac{1360}{\sqrt{3228 \cdot 970}} \\ &= \frac{1360}{\sqrt{3131160}} \\ &= \frac{1360}{1769.51} = 0.768 \end{aligned}$$

If the validity test is in 0.768, it means that the validity is *Good*.

According to Arikunto the ranges of validity are:

Table III.9
The Classification of Validity

No	Classification	Score
1	Excellent	0,800-1,00
2	Good	0,600-0,800
3	Fair	0,400-0,600
4	Poor	0,200-0,400
5	Very Poor	0,00-0,200

(Adapted from Suharsimi Arikunto)¹⁸

3. Reliability of the Test

A test must first be reliable as measuring instrument. Reliability is a necessary characteristic of good test. According to Brown, a reliable test is consistent and dependable.¹⁹ Reliability has to do with accuracy of measurement. The test was reliable when an examinee's result was consistent on repeated measurement.

To obtain the reliability of the test given, the researcher used Kuder Richardson 20 (K-R 20) formula to calculate the reliability of the test. The formula is as follows:²⁰

$$r_{11} = \frac{n}{n-1} \frac{S^2 - \sum pq}{S^2}$$

Where:

r_{11} = Reliability

p = Proportion the correct scores

q = Proportion the incorrect scores

¹⁸ *Ibid.*, p.75

¹⁹ Brown, H. Douglas. *Language Assessment Principles and Classroom Practices* (California: Longman, 2003), P. 20

²⁰ Arikunto, Suharsimi. *Op.cit.*, p.102

$\sum pq$ = Total of p times q

n = Total items

S = Variance total of the test

Step 1: (Find the Variance total)

$$X \text{ (Total of mean score)} = \frac{\sum Xt}{N} = \frac{285}{20} = 14.25$$

$$\begin{aligned} S^2 \text{ (Variance Total)} &= \frac{\sum x^2}{N} - \bar{x}^2 = \frac{4263}{20} - 14.25^2 \\ &= \frac{4263}{20} - 203.06 \end{aligned}$$

$$S^2 = 10.09$$

$$r_{11} = \frac{n}{n-1} \frac{S^2 - \sum pq}{S^2}$$

$$r_{11} = \frac{25}{25-1} \frac{10.09^2 - 6.04}{10.09^2}$$

$$r_{11} = \frac{25}{24-1} \frac{101.80^2 - 6.04}{101.80^2}$$

$$r_{11} = \frac{25}{24} \frac{95.57}{101.80}$$

$$r_{11} = 1.041 \quad 0.94$$

$$= 0.977$$

To know the test is reliable or not, the value of r_{11} must be compared with r product moment. The value of r_{11} must be higher than r table. From the calculation above the value of r_{11} is 0.977. Then the r_{table} at 5% grade of significance is 0.381. While r_{table} at 1% grade significance is 0.487. So, it can be concluded that **0.444 < 0.977 > 0.561**. In other words, the instrument is reliable because the value of r_{11} is higher than r_{table} .

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

In this chapter, the researcher presented his research finding that was obtained through analyzing the data. It was about correlation between content schemata and reading comprehension on expository text of the Second Year Students at MAN Kampar. The researcher found that there were two variables in this research, variable X and variable Y. To test these variables, the researcher gave questionnaire to determine the students' content schemata (X) and multiple choices test (Y) to test the students' reading comprehension on expository text.

1. Data Presentation of Students' Content Schemata

To get data of students' content schemata, the researcher gave them questionnaire which consisted of 20 items. It was developed from five indicators of content schemata in operational concepts. Every indicator had four questions. The score was categorized based on the formula and the category presented at the end of chapter III. To know the percentage of students' content schemata, it can be seen in the following table.

Table IV. 1**I Remember My Previous Knowledge When I Read Expository Text**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Undecided	4	12.5	12.5	12.5
Agree	15	46.9	46.9	59.4
Strongly Agree	13	40.6	40.6	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 4 students (12.5%) answered undecided, 15 students (46.9%) answered agree and 13 students (40.6%) answered strongly agree.

Table IV. 2**I Like to Read News with Opinions, and Arguments**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Undecided	1	3.1	3.1	3.1
Agree	21	65.6	65.6	68.8
Strongly Agree	10	31.2	31.2	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 1 student (3.1%) answered undecided, 21 students (65.6%) answered agree, 10 students (31.2%) answered strongly agree.

Table IV. 3**I Like to Read Expository Text Related to My Experience**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Undecided	2	6.2	6.2	6.2
Agree	25	78.1	78.1	84.4
Strongly Agree	5	15.6	15.6	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 2 students (6.2%) answered undecided, 25 students (78.1%) answered agree and 5 students (15.6%) answered strongly agree.

Table IV. 4
I Like to Read Expository Text Related to My Culture

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	3.1	3.1	3.1
Disagree	11	34.4	34.4	37.5
Undecided	4	12.5	12.5	50.0
Agree	9	28.1	28.1	78.1
Strongly Agree	7	21.9	21.9	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 1 student (3.1%) answered strongly disagree, 11 students (34.4%) answered disagree, 4 students (12.5%) answered undecided, 9 students (28.1%) answered agree and 7 students (21.9 %) answered strongly agree.

Table IV. 5
I Like to Give Comment When I Read an Expository Text

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	9.4	9.4	9.4
Undecided	5	15.6	15.6	25.0
Agree	19	59.4	59.4	84.4
Strongly Agree	5	15.6	15.6	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 3 students (9.4%) answered disagree, 5 students (15.6%) answered undecided, 19 students (59.4%) answered agree and 5 students (15.6%) answered strongly agree.

Table IV. 6
I Recall My Prior Knowledge to Get New Information When I am
Reading Expository Text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	9.4	9.4	9.4
	Undecided	2	6.2	6.2	15.6
	Agree	17	53.1	53.1	68.8
	Strongly Agree	10	31.2	31.2	100.0
	Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 3 students (9.4%) answered disagree, 2 students (6.2%) answered undecided, 17 students (53.1%) answered agree and 10 students (31.2%) answered strongly agree.

Table IV.7
I Choose Topic That Familiar with Me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	3.1	3.1	3.1
	Disagree	4	12.5	12.5	15.6
	Undecided	9	28.1	28.1	43.8
	Agree	9	28.1	28.1	71.9
	Strongly Agree	9	28.1	28.1	100.0
	Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 1 student (3.1%) answered strongly disagree, 4 students (12.5%) answered disagree, 9 students (28.1%) answered undecided, 9 students (28.1%) answered agree and 9 students (28.1%) answered strongly agree.

Table IV. 8

I Imagine That Topic in Expository Text is about Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	5	15.6	15.6	15.6
Undecided	6	18.8	18.8	34.4
Agree	13	40.6	40.6	75.0
Strongly Agree	8	25.0	25.0	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 5 students (15.6%) answered disagree, 6 students (18.8%) answered undecided, 13 students (40.6%) answered agree and 8 students (25%) answered strongly agree.

Table IV. 9

I am Interested in Reading Expository Text That Deals with My Environment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	3.1	3.1	3.1
Disagree	4	12.5	12.5	15.6
Undecided	5	15.6	15.6	31.2
Agree	12	37.5	37.5	68.8
Strongly Agree	10	31.2	31.2	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 1 student (3.1%) answered strongly disagree, 4 students (12.5%) answered disagree, 5 students (15.6%) answered undecided, 12 students (37.5%) answered agree and 10 students (31.2%) answered strongly agree.

Table IV. 10
I Can Imagine the Information That I Get from Reading an Expository Text

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	9.4	9.4	9.4
Disagree	3	9.4	9.4	18.8
Undecided	6	18.8	18.8	37.5
Agree	11	34.4	34.4	71.9
Strongly Agree	9	28.1	28.1	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 3 students (9.4%) answered strongly disagree, 3 students (9.4%) answered disagree, 6 students (18.8%) answered undecided, 11 students (34.4%) answered agree and 9 students (28.1%) answered strongly agree.

Table IV. 11
I Use My Prior Knowledge to Comprehend Expository Text

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	2	6.2	6.2	6.2
Undecided	4	12.5	12.5	18.8
Agree	21	65.6	65.6	84.4
Strongly Agree	5	15.6	15.6	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 2 students (6.2%) answered disagree, 4 students (12.5%) answered undecided, 21 students (65.6%) answered agree and 5 students (15.6%) answered strongly agree.

Table IV. 12
I Would Like to Share My Idea about Topic of Expository Text to My Friends

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	3.1	3.1	3.1
Disagree	2	6.2	6.2	9.4
Agree	17	53.1	53.1	62.5
Strongly Agree	12	37.5	37.5	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 1 student (3.1%) answered strongly disagree, 2 students (6.2%) answered disagree, 17 students (53.1%) answered agree and 12 students (37.5%) answered strongly agree.

Table IV. 13
I and My Friend Discuss Topic in Expository Text about Life Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	3	9.4	9.4	9.4
Undecided	5	15.6	15.6	25.0
Agree	17	53.1	53.1	78.1
Strongly Agree	7	21.9	21.9	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 3 students (9.4%) answered strongly disagree, 5 students (15.6%) answered undecided, 17 students (53.1%) answered agree and 7 students (21.9%) answered strongly agree.

Table IV. 14

I Prefer to Read Expository Text Related to Topic about My Country

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	6.2	6.2	6.2
Disagree	9	28.1	28.1	34.4
Undecided	3	9.4	9.4	43.8
Agree	10	31.2	31.2	75.0
Strongly Agree	8	25.0	25.0	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 2 students (6.2%) answered strongly disagree, 9 students (28.1%) answered disagree, 3 students (9.4%) answered undecided, 10 students (31.2%) answered agree and 8 students (25%) answered strongly agree.

Table IV. 15

I Imagine That Topic in Expository Text is about Phenomena Around

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	4	12.5	12.5	12.5
Undecided	4	12.5	12.5	25.0
Agree	19	59.4	59.4	84.4
Strongly Agree	5	15.6	15.6	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 4 students (12.5%) answered disagree, 4 students (12.5%) answered undecided, 19 students (59.4%) answered agree and 5 students (15.6%) answered strongly agree.

Table IV. 16

**I and My Friend Prefer to Discuss about our Previous Knowledge
When We Identify the Main Idea of Expository Text**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	1	3.1	3.1	3.1
Disagree	6	18.8	18.8	21.9
Undecided	7	21.9	21.9	43.8
Agree	13	40.6	40.6	84.4
Strongly Agree	5	15.6	15.6	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 1 student (3.1%) answered strongly disagree, 6 students (18.8%) answered disagree, 7 students (21.9%) answered undecided, 13 students (40.6%) answered agree and 5 students (15.6%) answered strongly agree.

Table IV. 17

**I and My Friend Prefer to Discuss Topic in Expository Text That
Familiar with Us**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	3	9.4	9.4	9.4
Undecided	5	15.6	15.6	25.0
Agree	19	59.4	59.4	84.4
Strongly Agree	5	15.6	15.6	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 3 students (9.4%) answered disagree, 5 students (15.6%) answered undecided, 19 students (59.4%) answered agree and 5 students (15.6%) answered strongly agree.

Table Iv. 18

I Prefer to Preview My Experience in Comprehending Expository Text

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	1	3.1	3.1	3.1
Undecided	9	28.1	28.1	31.2
Agree	19	59.4	59.4	90.6
Strongly Agree	3	9.4	9.4	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 1 student (3.1%) answered disagree, 9 students (28.1%) answered undecided, 19 students (59.4%) answered agree and 3 students (9.4%) answered strongly agree.

Table IV. 19

I and My Friend Prefer to Choose Domestic Topic than Foreign Topic

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	4	12.5	12.5	12.5
Disagree	6	18.8	18.8	31.2
Undecided	7	21.9	21.9	53.1
Agree	13	40.6	40.6	93.8
Strongly Agree	2	6.2	6.2	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 4 students (12.5%) answered strongly disagree, 6 students (18.8%) answered disagree, 7 students (21.9%) answered undecided, 13 students (40.6%) answered agree and 2 students (6.2%) answered strongly agree.

Table IV.20
I and My Friend Assume That the Topic on Expository Text about Environment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Disagree	2	6.2	6.2	6.2
Disagree	2	6.2	6.2	12.5
Undecided	3	9.4	9.4	21.9
Agree	18	56.2	56.2	78.1
Strongly Agree	7	21.9	21.9	100.0
Total	32	100.0	100.0	

Based on the table above, it can be seen that from the item question of questionnaire, 2 students (6.2%) answered strongly disagree, 2 students (6.2%) answered disagree, 3 students (9.4%) answered undecided, 18 students (56.2%) answered agree and 7 students (21.9%) answered strongly agree.

Furthermore, based on the distribution of questionnaire to 32 students of the second year students at MAN Kampar, the category of students' content schemata can be seen as follows:

Table IV.21
The Data of Students' Content Schemata

No	Students	Students' Content Schemata	Level
1	Student 1	83	High
2	Student 2	72	Middle
3	Student 3	69	Middle
4	Student 4	80	High
5	Student 5	72	Middle
6	Student 6	76	Middle
7	Student 7	76	Middle
8	Student 8	82	High
9	Student 9	61	Low
10	Student 10	64	Low
11	Student 11	80	High
12	Student 12	67	Middle
13	Student 13	83	High
14	Student 14	80	High
15	Student 15	73	Middle
16	Student 16	80	High
17	Student 17	76	Middle
18	Student 18	81	High
19	Student 19	76	Middle
20	Student 20	83	High
21	Student 21	66	Middle
22	Student 22	77	Middle
23	Student 23	83	High
24	Student 24	75	Middle
25	Student 25	74	Middle
26	Student 26	78	Middle
27	Student 27	80	High
28	Student 28	64	Low
29	Student 29	81	High
30	Student 30	72	Middle
31	Student 31	77	Middle
32	Student 32	80	High

To make clearer about the category of students' content schemata, the researcher provided distributive frequency of students' content schemata as follows:

Table IV.22
Frequency of Students' Content Schemata Based on Questionnaire

The Score Level	Level	Frequency	Percentage
80-100	High	13	40.6%
66-79	Middle	16	50%
56-65	Low	3	9.3%
40-55	Very Low	-	-
30-39	Bad	-	-

Figure IV.1
Histogram of Students' Content Schemata Based on Questionnaire

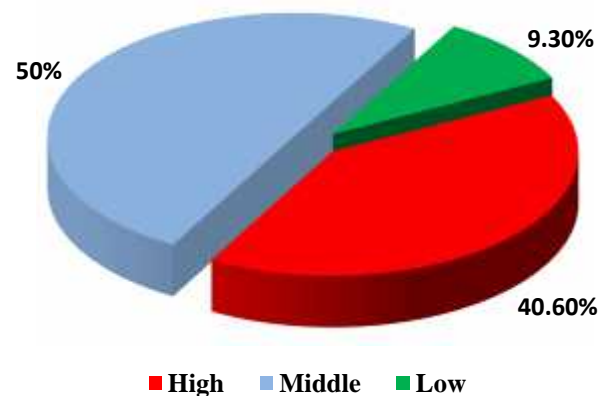


Table IV.22 and figure IV.1 presented that there were 13 students categorized high level (40.60%), 16 students categorized middle level (50%), and 3 students categorized low level (9.3%).

2. Data Presentation of Students' Reading Comprehension on Expository Text

Data of student's reading comprehension were got from the result of reading comprehension on expository text test. To get data of students' reading comprehension, the researcher gave them multiple choices test which consisted of 25 items. The result can be seen as follows:

Table IV.23
Recapitulation Score of Student's Reading Comprehension on
Expository Text

No	Students	Correct Answer	Reading Comprehension	Category
1	Student 1	20	80	Very Good
2	Student 2	16	64	Good
3	Student 3	17	68	Good
4	Student 4	20	80	Very Good
5	Student 5	14	56	Enough
6	Student 6	19	76	Good
7	Student 7	13	52	Enough
8	Student 8	19	76	Good
9	Student 9	13	52	Enough
10	Student 10	14	56	Enough
11	Student 11	19	76	Good
12	Student 12	16	64	Good
13	Student 13	22	88	Very Good
14	Student 14	20	80	Very Good
15	Student 15	18	72	Good
16	Student 16	18	72	Good
17	Student 17	18	72	Good
18	Student 18	20	80	Very Good
19	Student 19	16	64	Enough
20	Student 20	18	72	Good
21	Student 21	16	64	Enough
22	Student 22	17	68	Good
23	Student 23	18	72	Good
24	Student 24	21	84	Very Good
25	Student 25	16	64	Good
26	Student 26	17	68	Good
27	Student 27	19	76	Good
28	Student 28	15	60	Enough
29	Student 29	22	88	Very Good
30	Student 30	18	72	Good
31	Student 31	17	68	Good
32	Student 32	21	84	Very Good
Total			= 2268	

Table IV.23 presented score of students' reading comprehension on expository text. From five categories of score, students' scores were *very good*, *good*, *enough*, no one *less*, and no one *fail*. It can be seen that there were

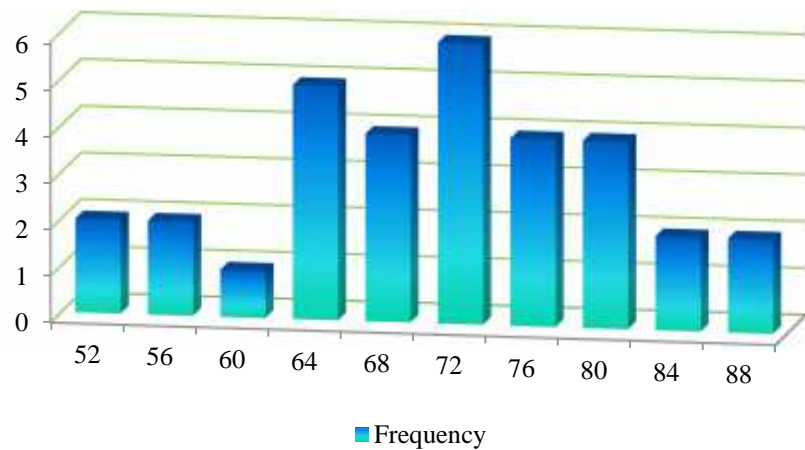
6 students who got *enough*, 17 students got *good* and 8 students who got *very good*.

To make clearer about score of reading comprehension on expository text, the researcher provided distributive frequency of students' reading comprehension on expository text as follows:

Table IV.24
Distributive Frequency of
Student's Reading Comprehension on Expository Text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	2	6.2	6.2	6.2
	56	2	6.2	6.2	12.5
	60	1	3.1	3.1	15.6
	64	5	15.6	15.6	31.2
	68	4	12.5	12.5	43.8
	72	6	18.8	18.8	62.5
	76	4	12.5	12.5	75.0
	80	4	12.5	12.5	87.5
	84	2	6.2	6.2	93.8
	88	2	6.2	6.2	100.0
	Total	32	100.0	100.0	

Moreover, the following histogram presents the graphic of students' reading comprehension on expository text of the second year students at MAN Kampar.

Figure IV.2**Histogram of Students' Reading Comprehension on Expository Text**

The table IV.24 and figure IV.2 presented that there were 2 students got 52 (6.2%), 2 students got 56 (6.2%), 1 student got 60 (3.1 %), 5 students got 64 (15.6%), 4 students got 68 (12.5%), 6 student got 72 (18.8%), 4 students got 76 (12.5%), 4 students got 80 (12.5%), 2 students got 84 (6.2%), and 2 students got 88 (6.2%).

B. Data Analysis

This research was a correlation research that correlated content schemata and reading comprehension on expository text of the second year students at MAN Kampar. Thus, the technique used in analyzing the data was serial correlation. In chapter IV, the researcher presented data presentation and data analysis.

Furthermore, this research had two variables, X and Y. The researcher used SPSS 16 for Windows to measure, calculate, and analyze the data of those variables.

1. Data Analysis of Students' Content Schemata

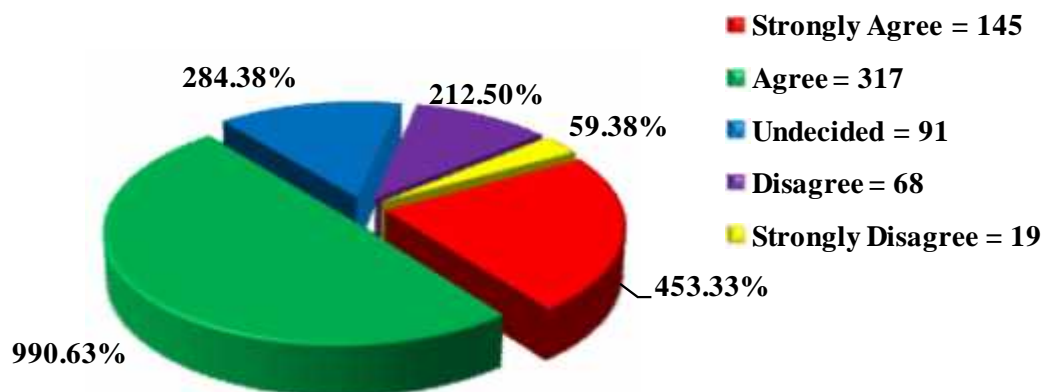
To know the mean score of students' content schemata of the second year student at MAN Kampar, the students' responds of questionnaire can be seen in following table.

Table IV.25

The Questionnaires Recapitulation of Students' Content Schemata

No	Alternative answers										Total	
	SA		A		U		D		SD			
	F	P(%)	F	P(%)	F	P(%)	F	P(%)	F	P(%)	F	P(%)
Question 1	13	41%	15	47%	4	13%	0	0%	0	0%	32	100%
Question 2	10	31%	21	66%	1	3%	0	0%	0	0%	32	100%
Question 3	5	16%	25	78%	2	6%	0	0%	0	0%	32	100%
Question 4	7	22%	9	28%	4	13%	11	34%	1	3%	32	100%
Question 5	5	16%	19	59%	5	16%	3	9%	0	0%	32	100%
Question 6	10	31%	17	53%	2	6%	3	9%	0	0%	32	100%
Question 7	9	28%	9	28%	9	28%	4	13%	1	3%	32	100%
Question 8	8	25%	13	41%	6	19%	5	16%	0	0%	32	100%
Question 9	10	31%	12	38%	5	16%	4	13%	1	3%	32	100%
Question 10	9	28%	11	34%	6	19%	3	9%	3	9%	32	100%
Question 11	5	16%	21	66%	4	13%	2	6%	0	0%	32	100%
Question 12	12	38%	17	53%	0	0%	2	6%	1	3%	32	100%
Question 13	7	22%	17	53%	5	16%	0	0%	3	9%	32	100%
Question 14	8	25%	10	31%	3	9%	9	28%	2	6%	32	100%
Question 15	5	16%	19	59%	4	13%	4	13%	0	0%	32	100%
Question 16	5	16%	13	41%	7	22%	6	19%	1	3%	32	100%
Question 17	5	16%	19	59%	5	16%	3	9%	0	0%	32	100%
Question 18	3	9%	19	59%	9	28%	1	3%	0	0%	32	100%
Question 19	2	6%	13	41%	7	22%	6	19%	4	13%	32	100%
Question 20	7	22%	18	56%	3	9%	2	6%	2	6%	32	100%
Total	145		317		91		68		19		640	

Figure IV. 3
Recapitulation of Questionnaire



From the table IV.25 and figure IV.3 above, the students' content schemata of the second year students at MAN Kampar can be calculated as follows:

The alternative answer A is $145 \times 5 = 725$

The alternative answer B is $317 \times 4 = 1268$

The alternative answer C is $91 \times 3 = 273$

The alternative answer D is $68 \times 2 = 136$

The alternative answer E is $19 \times 1 = 19$ +

Total 640 = 2421

The questionnaire cumulative score of students content schemata is 2421. In other hand, the score of students' content schemata should be 3200 ($640 \times 5 = 3200$). Then, to know the students' content schemata, the writer used formula:

$$P = \frac{F}{N} \times 100 \%$$

$$P = \frac{2421}{3200} \times 100\%$$

$$P = 75.66\%$$

Thus, from 20 items of questionnaire written from 5 indicators of operational concept, the students' content schemata was 75.66%. It can be categorized as **good**.

2. Data Analysis of Students' Reading Comprehension on Expository Text

The data of students' reading comprehension on expository text were taken from multiple choices test toward the second year students at MAN Kampar. The researcher presents it as descriptive statistics which is analyzed by using SPSS.16 Version. It can be seen as follows:

Table IV.26
Descriptive Statistics of
Reading Comprehension on Expository Text

N	Valid	32
	Missing	0
Mean		70.88
Std. Error of Mean		1.716
Median		72.00
Mode		72
Std. Deviation		9.705
Variance		94.177
Skewness		-.184
Std. Error of Skewness		.414
Kurtosis		-.493
Std. Error of Kurtosis		.809
Range		36
Minimum		52
Maximum		88
Sum		2268

The table IV.25 presented descriptive statistics of students' reading comprehension on expository text. It can be seen that its mean score was 70.88, its median was 72, its mode was 72, and its standard deviation SD_{tot} was 9.705. While, the minimum score was 52 and the maximum score was 88. So, sum of the score was 2268.

Thus, from 25 items of multiple choices test written from 5 indicators of operational concept, the students' reading comprehension on expository text was 70.88%. It can be categorized as **good**.

3. Correlation between Content Schemata and Reading Comprehension on Expository Text of the Second Year Students at MAN Kampar

To know how strength correlation between content schemata and reading comprehension on expository text of the second year students at MAN Kampar is, The table IV.27 shows the level of every students as follows:

Table IV.27
Students' Content Schemata and Reading Comprehension on
Expository Text

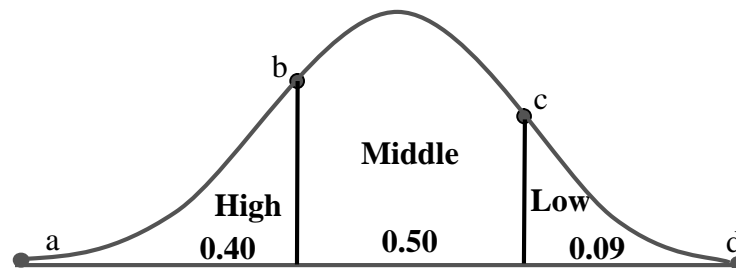
No	Students	Content Schemata	Level	Reading Comprehension	Category
1	Student 1	83	High	80	Very Good
2	Student 2	72	Middle	64	Good
3	Student 3	69	Middle	68	Good
4	Student 4	80	High	80	Very Good
5	Student 5	72	Middle	56	Enough
6	Student 6	76	Middle	76	Good
7	Student 7	76	Middle	52	Enough
8	Student 8	82	High	76	Good
9	Student 9	61	Low	52	Enough
10	Student 10	64	Low	56	Enough
11	Student 11	80	High	76	Good
12	Student 12	67	Middle	64	Good
13	Student 13	83	High	88	Very Good
14	Student 14	80	High	80	Very Good
15	Student 15	73	Middle	72	Good
16	Student 16	80	High	72	Good
17	Student 17	76	Middle	72	Good
18	Student 18	81	High	80	Very Good
19	Student 19	76	Middle	64	Enough
20	Student 20	83	High	72	Good
21	Student 21	66	Middle	64	Enough
22	Student 22	77	Middle	68	Good
23	Student 23	83	High	72	Good
24	Student 24	75	Middle	84	Very Good
25	Student 25	74	Middle	64	Good
26	Student 26	78	Middle	68	Good
27	Student 27	80	High	76	Good
28	Student 28	64	Low	60	Enough
29	Student 29	81	High	88	Very Good
30	Student 30	72	Middle	72	Good
31	Student 31	77	Middle	68	Good
32	Student 32	80	High	84	Very Good

Table IV.28
Calculating Table of Students' Content Schemata and Reading
Comprehension on Expository Text

No	The Score of Students' Reading Comprehension on Expository Text		
	Students' Content Schemata		
	High	Middle	Low
1	80	64	52
2	80	68	56
3	76	56	60
4	76	76	
5	88	52	
6	80	64	
7	72	72	
8	80	72	
9	72	64	
10	72	64	
11	76	68	
12	88	84	
13	84	64	
14		68	
15		72	
16		68	
Total	1024	1076	168
N	13	16	3
Proportion	0.40625	0.50	0.09375
Mean	78.7692	67.25	56

From the table above, it found that mean in high level is 78.76, in middle level is 67.25 and in low level is 56. Proportion in high level is 0.40, proportion in middle level is 0.50, and in low level is 0.09. Furthermore, the proportion can be described in normal curve is as follows:

Figure IV.4
The Ordinate of Proportion



To know how big the ordinate, it can be seen in ordinate table and z in normal curve (Appendix 11). The table shows that:

- Ordinate b is $p = 0.40$ its ordinate = 0.38758
- Ordinate c is $p = 0.50$ its ordinate = 0.16902
- Ordinate a and d = 0

Table IV.29
Calculating Table of Coefficient Serial Correlation

Level	N	p	o	$(O_r - O_t)$	$(O_r - O_t)^2$	$\frac{(O_r - O_t)^2}{p}$	M	$(O_r - O_t) M$
High	13	0.40625	0.38758	+0.38758	0.150218	0.369768	78.8	30.5413
Middle	16	0.50	0.16902	-0.21856	0.047768	0.095537	67.2	14.68723
Low	3	0.09375	-	-0.16902	0.028568	0.304723	56	9.46512
Total	32	1.00				$\frac{0.770028 = \frac{O_r - O_t}{p}}{p}$		$6.38895 = \frac{O_r - O_t}{p} M$

- $O_r - O_t$ High level is o, $0.38758 - 0 = 0.38758$
- $O_r - O_t$ Middle level is o, $0.38758 - 0.16902 = 0.21856$
- $O_r - O_t$ Low level is o, $0.16902 - 0 = 0.16902$

$$r_{ser} = \frac{\sum O_r - O_t M}{SD_{tot} \sum \frac{O_r - O_t^2}{p}}$$

$$r_{ser} = \frac{6.38895}{9.705 \times 0.770028}$$

$$r_{ser} = \frac{6.38895}{7.47312174}$$

$$r_{ser} = 0.854$$

Substitutes the result of r_{ser} into “r” Chotomisation:

$$r_{ch} = r_{ser} \sqrt{\sum \frac{O_r - O_t^2}{p}}$$

$$r_{ch} = 0.854 \times \sqrt{0.770028}$$

$$r_{ch} = 0.854 \times 0.877$$

$$r_{ch} = 0.748$$

Then consulting the result to the Correction Factor Table (Appendix 12), the correction factor of r_{ch} 0.748 is 1.050. In order that

coefficient r_{ch} is equivalent with “r” product moment, r_{ch} is multiplied with the result of the correlation factor.

$$r_{ch} = 0.748 \times 1.050$$

$$r_{ch} = 0.785$$

The result above showed the strength of correlation between content schemata and reading comprehension on expository text. Thus, the coefficient correlation between content schemata and reading comprehension on expository text of the second year students at MAN Kampar was 0.785. Based

on the scale of correlation strength, such kind of relation was *strong* since it was between 0.700 and 0.900.

a. Analysis of Hypothesis

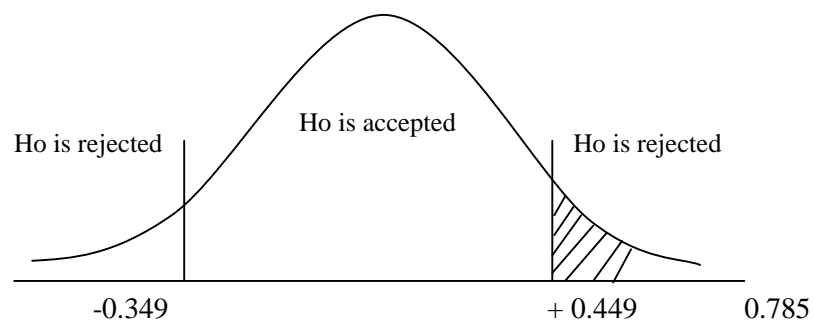
In this sub-chapter, the researcher presented the alternative hypothesis (H_a) and the null hypothesis (H_o). The alternative hypothesis (H_a) indicates that there is a significant correlation between content schemata and reading comprehension on expository text. Then, the null hypothesis (H_o) indicates that there is no significant correlation between content schemata and reading comprehension on expository text. In case, there is only one hypothesis needs to be answered. Thus, to test the hypothesis, $r_{c\bar{c}}$ is compared with r_{table} (at 1% and 5%) of product moment by finding out the df (degree of freedom) first:

$$\begin{aligned}\text{Critical region: } df &= N - nr \\ &= 32 - 2 \\ &= 30\end{aligned}$$

Based on the table df 30 located at level 5% is 0.349 and at level 1% is 0.449. According to Hartono, that if value of r_o (observation) r_{table} , H_a is accepted and H_o is rejected, and if value of r_o (observation) r_{table} , H_o is accepted and H_a is rejected. In other words, the value of r_{xy} or r_o is bigger than r_{table} at level 5% (0.349) and 1% (0.449). It can be said that **0.349 0.785 0.449**. It means that the alternative hypothesis (H_a) was accepted. In other words, there is significant correlation between content

schemata and reading comprehension on expository text of the second year students at MAN Kampar.

Figure IV.5
The Description of Hypothesis Analysis



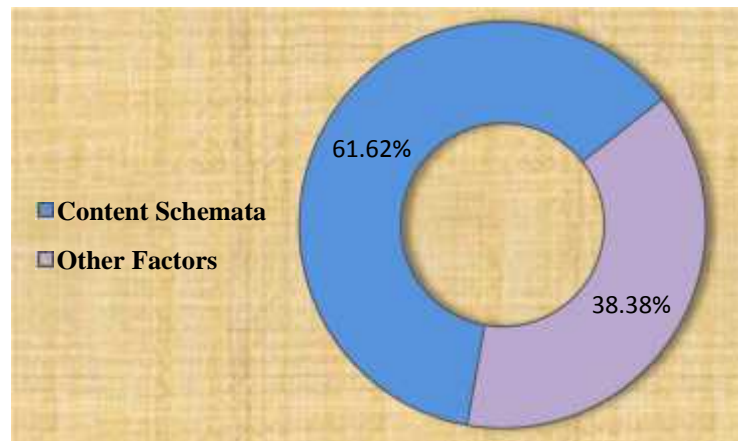
b. Determination Coefficient r^2 (R Square)

Finally, to find out how significant the correlation between content schemata and reading comprehension on expository text of the second year students at MAN Kampar, the R determinant should be found. To obtain the R determinant, the quadrate of r null is multiplied by 100%. The following is the process.

$$\begin{aligned} R &= (0.785)^2 \times 100\% \\ &= 61.62\% \end{aligned}$$

So, the R determinant obtained is 61.62%. It means, 61.62% reading comprehension on expository text of the Second Year Students at MAN Kampar was influenced by content schemata. Then, the other 38.38% was influenced by other factors.

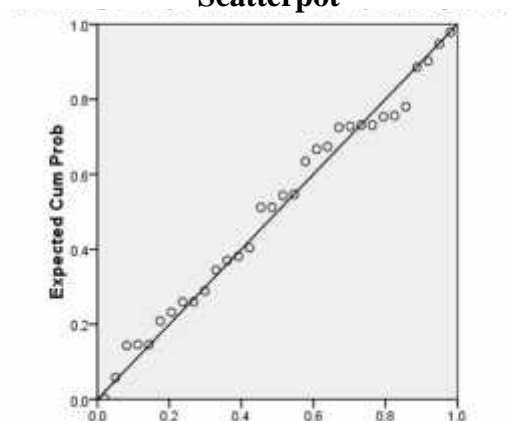
Figure IV.6
The Role or Contribution of Content Schemata to Reading
Comprehension on Expository Text



c. The Analysis of Scatter Diagram

Scatter diagram shows if whether or not there is correlation between variable X and variable Y by interpreting the score of both variables.

Figure IV.7
Scatterpot



Based on diagram above, there was a line rises up. Hartono said that if the points are closed on the line, it could be said that there is positive correlation between dependent variable X (students' content schemata) and independent variable Y (reading comprehension on expository).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Research Conclusion

Reading is an interactive process between reader and a text that needs background knowledge or schemata to better comprehension. Carrell and Eisterhold states there are several kinds of schemata that can affect reading comprehension. One of them is Content Schemata; the background knowledge of the content area of a text, or topic of a text. They include topic familiarity, prior knowledge, cultural knowledge and previous experience with a field.

Based on the data analysis and research finding in chapter IV, finally the research about the correlation between content schemata and reading comprehension on expository text of the second year students at MAN Kampar can be concluded that the students' content schemata was 75.66. It was categorized **good** level. Meanwhile, mean of students' reading comprehension on expository text was 70.88. It was categorized **good** category. Then, after analyzing and calculating the correlation of both variables, it showed that strength of correlation was 0.785. It was categorized as **strong correlation**.

Furthermore, the researcher found that there was significant correlation between content schemata and reading comprehension on expository text of the second year students at MAN Kampar. In conclusion, Alternative Hypothesis (H_a) is accepted and Null Hypothesis (H_o) is rejected.

B. Suggestion

Based on the research findings, the writer knows that content schemata has significant correlation with reading comprehension on expository text. One more important thing that the researcher should complete; he has to give suggestions to the school where he conducted his research in order to succeed teaching-learning process, especially teaching-learning process of English. So, based on his research finding, content schemata affected students' reading comprehension of expository text.

1. Suggestion for School

- a. It is better for the school to should provide the students with English textbook in order to facilitate students read it and have good schemata about certain topic related to their experience.
- b. It is better for the school to ask the English teacher provide enough facilities and creative media in order to develop students' schemata and their reading comprehension of several types of text.

2. Suggestion for English Teacher

- a. It is better for the English teacher to review the previous lessons in accordance with reinforcing students' understanding about the subject matters to reinforce their schemata.
- b. It is better for the English teacher to open the class by pre-reading activities in order to reinforce students' schemata.

- c. It is better for the teacher to provide enough facilities and creative media in order to develop students' reading comprehension of several types of text.

3. Suggestion for Students

- a. It is better for the students to review the previous lessons at home in accordance with reinforcing their understanding about the subject matters to reinforce their schemata.
- b. It is better for the students to try to be active in pre-reading activities and also other activities in English classes.
- d. It is better for the students to have good critical thinking in order to develop their reading comprehension of several types of text, especially narrative text.
- c. It is better for the students to realize their needs to develop understanding in studying English.

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